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ABSTRACT

Project Career Education K-10 (PCE/K-10) was designed to implement career education through a process of curriculum change, community involvement, staff attitude change, and program planning in the Portland, Oregon Public Schools. The Marshall High School Attendance Area was chosen as the site for implementing the project. This included one secondary school, six elementary schools, and five primary schools. The goals of the project were: to develop an overall articulation plan; implement curriculum, guidance and counseling, staff development, and community involvement programs; and implement an evaluation process for the project. The general format utilized to accomplish the project goals is described and a list of the resulting major achievements is presented together with forms used for inventories and planning procedures. The results of the project are summarized and conclusions and recommendations are outlined for the following areas: staff involvement, staff development, community resources, attendance area model, project administrators, funding timelines, evaluation, and transportability. (Author/EC)

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ED126322

FINAL REPORT

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Project No. V361022L
Grant No. Ore-0-73-2986

Project Career Education K-10

Research and Development Project
in Career Education

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult Vocational and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Monty Multanen
Director of Vocational Education
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

October 1, 1974

CE007455

TABLE OF CONTENTS

SUMMARY OF THE REPORT:

A. Time period covered by the report . . . page 1
B. Project Site . . . . . page 1
C. Project Goals, Summarized . . . . . page 2
D. Project Procedures . . . . . page 3
E. Summary of results, accomplishments conclusions and recommendations . . . page 5

BODY OF THE REPORT:

A. Time period covered by the report . . . page 11
B. Project Site . . . . . page 11
C. Project Goals, Summarized . . . . . page 12
D. Project Procedures . . . . . page 13
E. Project Goals, Activities, Evaluation Questions and Results . . . . . page 31
F. Summary of results, accomplishments, conclusions and recommendations . . . page 52

APPENDICES:

Appendix A Career Education File Folder Insert
Appendix B Career Education Elements, Concepts, Goals, and Achievement Indicators
Appendix C Activities for Career Education K-6
Appendix D Activities for Career Education 7-8
Appendix E Activities for Career Education 9-10
Appendix F Activities for Career Education K-10
Appendix G PCE/K-10 Resource Supplement
Appendix H Evaluation-Third Party
Appendix I Building Coordinators Role and Responsibility and Reporting Format
Appendix J PCE/K-10 Goals and Concepts
Appendix K Institute for Public Affairs Research (IPAR)

SUMMARY OF THE REPORT:

A. Time period covered by this report:

This final report for Project Career Education K-10 includes the period as funded from July 1, 1973 to October 1, 1974.

B. Project Site:

The site selected in Oregon for implementation of this Applied Research and Development Project was Portland Public Schools, Multnomah County, School District Number One, Area II, Marshall High School Attendance Area.

School District Number One, enrolls approximately 75,000 pupils in kindergarten through grade 12. Portland Public Schools has a decentralized organization consisting of three Areas, names I, II and III. Each Area has a minimal administrative staff to administer their roughly one-third of the schools and students.

Area II was selected as the administrative area in which to place this project. There are 14,351 learners in kindergarten through grade 8; 5,399 learners in three community high schools and 2,541 learners in two technical high schools.

Marshall High School Attendance Area was selected from within Area II as the site for this project. Data on this complex of schools that comprise the project site is provided below:

Level	No.of Schools	No. of Teachers	No. of Counselors	No.of Learners
Primary Schools (K-5)	5	83	0	1410
Elementary Schools (K-8)	6	166	0	3390
Secondary Schools (K-12)	1	85	6	1909
Totals	12	334	6	6709

C. Project Goals, Summarized

Career Education is being implemented in Area II of the Portland Public Schools and in the project site schools following the models as projected in position papers of the Oregon Department of Education and Portland Public Schools. The focus of this project will be on establishing a process of bringing about change in the project schools that will enable the following program goal for career education to be implemented:

> Every child shall, upon completion of his public school education possess sufficient knowledge of many occupational fields, including, knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

It is an overriding premise of this project that the above program level goal will be achieved through a process of curriculum change, community involvement, staff attitude change, and program planning. The above premise, identified as deficiencies in the project proposal, are all included in the management goals of this project. Summarized management goals include:

1. Further develop the overall articulation plan, kindergarten through grade 12, with specific detailing of the grade K through 10 program plan.
2. Implement curriculum, guidance and counseling, staff development, and community involvement programs as designed by the K-10 plan.
3. Implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination.

D. Project Procedures

This project (PCE/K-10) followed the applied research project known as Project Career Exploration, Grades 7-10 (PCE/7-10) and carried forward the basic operational procedures of that project with the necessary expansion to include grades kindergarten through six (K-6).

Deficiencies noted in the project proposal that provided the focus of project activities included: guidance services that are not provided to all students; lack of articulation of programs, kindergarten through grade 12; lack of curriculum materials at all grades; and a need to develop the community resource component as a regular part of an on-going instructional program. These deficiencies led to the identification of the management goals for the project as listed in Section C of this summary.

There were overriding philosophies of the Area II Superintendent and staff that needed to be observed in the operation of the project. The three major ones that impacted this project were:

1. No pre-planned program will be forced on the schools.
2. Program development is to be a "bottoms up" approach.
3. Project activities must be able to be assimilated and useful within the restrictions of the normal budget.

The project focus was on curriculum development, staff development, guidance and counseling implementation and involvement of community resources. It was the project's goal to involve the staff in making decisions about how best to do these things, and then try them out--always keeping the desired effect on the learner in mind.

Operationally, the project utilized the following general format. The project steering committee reviewed project goals, decided on specific

project activities that would best accomplish them and then recommended who would be involved and then planned the procedures. The coordinator of the project, Tom Parr, would then work with identified sub-committees or task forces to detail the plans and carry them forward. The bulk of the development work was done during the summer months when the teachers were available to work for extended periods. The project continued to use a process that has a small number of participants working for an extended period of time to develop concepts and goals; this small group then becomes leaders of the next phase that involves a much larger group for a shorter period of time to review the concepts and goals and recommend next steps and/or develop materials to support the concepts and goals. This larger group would then become responsible to present the developed program to the entire faculty. The school year was utilized to provide a "try out" period for the developed materials and processes and collect information to be utilized in next step revision. Task forces were developed under the leadership of building level coordinators with a goal of developing local leadership capabilities as well as completing needed tasks.

Major activities accomplished by the project under the above format included:

1. A writing team developed curriculum activities by grade level and subject matter discipline.
2. Establishment of a communication and project dissemination network.
3. The project steering committee met regularly to advise the project coordination and plan project directions.

4. A dissemination of project curricular material was held during March 1974.
5. A workshop was held in June 1974 to revise curricular materials developed in July of 197[illegible], and to develop needed supportive materials for continuation of the project.
6. A two day workshop in September 1974 was held to plan strategy for the 74-75 school year and to disseminate materials.
7. Staff development was provided through a planned inservice program in cooperation with Area II.
8. Long-range planning was included in cooperation with Area II through the use of the Attendance Area Planning System Guide in all of the project schools.
9. The Project cooperated with Area II in the identification and placement of basic instructional materials in career education resource centers in each elementary school for teacher use with students.

E. Summary of results, accomplishments with conclusions and recommendations:

I. Summary of results and accomplishments.

A. The change in attitude of the teaching staff was not measured directly but was definitely observable to be positive.

B. Change in learner outcomes can and should be documented over several years and the evaluation effort of the third party evaluator of this project really sets baseline data against which to measure future change. It will only be after a

period of at least five years that incoming 7th graders will have the benefit of a complete awareness program to facilitate the full potential of the developed PCE project materials and processes.

C. A significant amount of materials were developed by the project and included:

1. Career Education File Folder Insert. A four page folder where students can record a variety of their developmental career education experiences.
2. Career Education Elements, Concepts, Goals and Achievement Indicators. Based upon the National Model developed in Ohio, these goals and achievement indicators are guided to desirable student performance at each grade level.
3. Activities for Career Education, K-6. Two volumes of 36 career awareness activities per grade level based upon four life roles and curriculum areas.
4. Activities for Career Education, 7-8. Two volumes of career exploration activities based upon life roles, national model career elements and curriculum areas.
5. Activities for Career Education, 9-10. This book is a guide showing departmental commitments, time lines and activities of a high school.

6. Activities for Career Education, K-10. Additional grade level career awareness based upon life roles and curriculum areas.

7. PCE/K-10 Career Education Resource Supplement Grades K-6. This guide is localized to Portland Public Schools for field trip sites, contact persons, and classroom materials.

D. Each student in grades 7 through 10 has a career exploration file folder established in which to organize their program on an individual basis around the content of the file folder insert.

E. Over 1,400 students have gone on small group (10 or less) field trips to view and interact with adults in occupations of interest to them.

F. Each school had from 20 to 150+ speakers in from the community during the year to discuss their occupations.

G. Each 7th, 8th and 9th grade student has utilized various interest inventories and each 10th grade student was administered the General Aptitude Test Battery and the U.S. Interest Check-List as part of a self-awareness/guidance program.

H. A great many resources were utilized throughout the schools.

I. A system of communication, responsibility and local leadership has been established.

J. Transportability to other attendance areas within the school system is in progress.

K. Many other schools and school districts in Oregon are using the materials and procedure developed in this PCE/K-10 and PCE/7-10.

L. A close communication and supportive service has been established with the Institute for Public Affairs Research (IPAR), a community sponsored organization, that provides speakers, community resources and community site experience to schools and students.

M. Evaluation was a major weakness in this project. Please refer to Section E of this report, Goal 3, project activities a.2 and c.1 for discussions about this weakness and to Section F, Part II for project recommendations about future evaluation efforts.

II. Conclusions and recommendations

A. Staff Involvement: It is imperative that the administration of each school along with identified leaders from the instructional staff become deeply involved in the planning and implementation decisions for any program. Local building staff involvement is also necessary to establish "ownership" of the project and thereby increase chances for implementation.

B Staff Development: Staff development takes on a variety of forms. Formal course work is only one facet as the leadership development through task forces, and summer curriculum development workshops definitely support staff development.

C. Community Resources: Schools have traditionally utilized the community in instruction, however, the much deeper involvement suggested by this project results in a need for both resource identification and scheduling by some agency such as IPAR. It is transportable and worthy of review.

D. Attendance Area Model: The model utilized by PCE/K-10 that concentrates all developmental work on an attendance area characterized by a high school and its feeder schools has proved to be effective. Every interlocking education system has a high school and a set of feeder schools that can and should work together toward the common goal of providing an education for children living in their boundaries. This is a viable model that can be transported with little or no cost except time.

E. Project Administrators: It is recommended that project administrators of this type of project be titled "Project Coordinator" rather than "Project Director" and that the function reflect the title. Coordinator implies "facilitator" rather than "one who lays it on" and this should increase the chances of local building level participation in the project.

F. Funding Timelines: Timelines for submitting proposals, and for granting of funds need to be revised to insure that the maximum benefits of the grant may be realized by the project and by the funding agency. Late funding and changing guidelines play

havoc with an orderly implementation of a project and maximum utilization and effectiveness of the funds.

G. Evaluation: Evaluation guidelines must be kept consistent during the life of a project, from the time of submitting the proposal to the termination of the funding.

H. Transportability: Although this project did not provide adequate direct measure of transportability, observable results of direct movement of the project concepts, processes and materials to other schools in Area II, and other districts in and out of Oregon suggest that transportability is feasible, within the budget capability of an existing program and achievable with existing staff.

I. Acknowledgements: Finally it would be unfair not to recognize the importance of support given by the State Department of Education, Local Administration, and the Community as the necessary vehicle through which the project was able to achieve its successes.

BODY OF THE REPORT:

A. Time period covered by this report:

This final report for Project Career Education K-10 includes the period as funded from July 1, 1973 to October 1, 1974.

B. Project Site:

The site selected in Oregon for implementation of this Applied Research and Development Project was Portland Public Schools, Multnomah County, School District Number One, Area II, Marshall High School Attendance Area. A more detailed description follows.

School District Number One, which contains the whole of the Portland Public Schools enrolls approximately 75,000 pupils in kindergarten through grade 12. This district is served by three community colleges, four major universities and many smaller colleges. Portland Public Schools has a decentralized organization consisting of three Areas, names I, II and III. Each Area has a minimal administrative staff to administer their roughly one-third of the schools and students.

Area II was selected as the administrative area in which to place this project. There are 14,351 learners in kindergarten through grade 8; 5,399 learners in three community high schools and 2,541 learners in two technical high schools. The community high schools have definite geographic boundaries within Area II from which their students enroll. The technical high schools have open enrollment and enroll students from all of School District Number One and hence from all three Areas. See page 30 for a map of Area II on which the Marshall High School Attendance Area has been identified.

Marshall High School Attendance Area was selected from within Area II as the site for this project. This attendance area contains one community high school, six elementary schools containing grades kindergarten through 8, and five primary schools containing grades kindergarten through 5. Data on this complex of schools that comprise the project site is provided below:

Level	No.of Schools	No. of Teachers	No. of Counselors	No.of Learners
Primary Schools (K-5)	5	83	0	1410
Elementary Schools (K-8)	6	166	0	3390
Secondary Schools (K-12)	1	85	6	1909
Totals	12	334	6	6709

C. Project Goals, Summarized

Career Education is being implemented in Area II of the Portland Public Schools and in the project site schools following the models as projected in position papers of the Oregon Department of Education and Portland Public Schools. It is being implemented following the conceptual model of developing career awareness at grades kindergarten through grade six; providing career exploration at grades seven through ten; and providing career preparation through vocational programs based on a cluster concept at grades eleven and twelve. The focus of this project will be on establishing a process of bringing about change in the project schools that will enable the following program goal for career education to be implemented;

> Every child shall, upon completion of his public school education possess sufficient knowledge of many occupational fields, including, knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

It is an overriding premise of this project that the above program level goal will be achieved through a process of curriculum change, community involvement, staff attitude change, and program planning. The above premise, identified as deficiencies in the project proposal, are all included in the management goals of this project. Summarized management goals include:

1. Further develop the overall articulation plan, kindergarten through grade 12, with specific detailing of the grade K through 10 program plan.
2. Implement curriculum, guidance and counseling, staff development, and community involvement programs as designed by the K-10 plan.
3. Implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination.

The above management goals, with specific objectives listed, are expanded in Section E to include project activities, evaluation questions to be asked, and summarized results.

D. Project Procedures

This project (PCE/K-10) followed the applied research project known as Project Career Exploration, Grades 7-10 (PCE/7-10) and carried forward the basic operational procedures of that project

with the necessary expansion to include grades kindergarten through six (K-6).

Deficiencies noted in the project proposal that provided the focus of project activities included: guidance services that are not provided to all students; lack of articulation of programs, kindergarten through grade 12; lack of curriculum materials at all grades; and a need to develop the community resource component as a regular part of an on-going instructional program. These deficiencies led to the identification of the management goals for the project as listed in section C of this report.

There were overriding philosophies of the Area II Superintendent and staff that needed to be observed in the operation of the project. The three major ones that impacted this project were:

1. No pre-planned program will be forced on the schools. Program goals will be established and available and expectations will be known to the school staffs, but the decisions about how the program will be implemented will be the decisions of the schools affected.
2. Program development is to be a "bottoms up" approach. The project coordinator was selected on the basis that the job was "coordination" and not "direction". It was an overriding expectation that the coordinator would work with and through a steering committee of principals and building level career education coordinators with other members on an ad hoc basis as needed and that all decisions would be made collectively.

3. Project activities must be able to be assimilated and useful within the restrictions of the normal budget. No staff was to be employed beyond the coordinator and clerical help that was not already a part of the district operating budget. All project activities had to be accomplished through and with existing personnel on a released time or extended work year basis. No equipment was to be provided that was not within the potential budgetary resources of the district.

This project was funded under the heading of applied research which implies that project findings should impact on project direction, and that if this direction needed to be changed from the original goals, that mutual agreement between the project and the funding agent should allow the change. It also implied that whatever the project developed on a theoretical base should be tried out in an actual setting and results analyzed. The project focus was on curriculum development, staff development, guidance and counseling implementation, and involvement of community resources. It was the project's goal to involve the staff in making decisions about how best to do these things, and then try them out--always keeping the desired effect on the learner in mind.

Operationally, the project utilized the following general format. The project steering committee reviewed project goals, decided on specific project activities that would best accomplish them and then recommended who would be involved and then planned the procedures. The coordinator of the project, Tom Parr, would then work with identified sub-committees or task forces to detail the plans and carry them forward. It was the

nature of the project that the bulk of the development work would be done during the summer months when the teachers were available to work for extended periods. The project also continued to use a process that involved a small number of participants for an extended period of time to develop concepts and goals; this small group would then be the leaders of the next phase that would involve a much larger group of participants for a shorter period of time to review the concepts and goals and recommend next steps or develop materials to support the concepts and goals; this larger group would then be responsible to take the materials developed during their work together to the entire faculty in the project schools. This process was found to be cost effective and also very critical in developing "ownership" of the project and its products. The school year was utilized to provide a "try out" period for the developed materials and processes and collect information to be utilized in next step revision to be accomplished during the next summer period with available staff. All through the project, task forces were developed under the leadership of building level coordinators with a goal of developing local leadership capabilities as well as completing needed tasks.

Major activities accomplished by the project under the above format included:

1. A writing team consisting of 60 staff members from site schools were established, and during a two week workshop developed curriculum activities by grade level and subject matter discipline.
2. Establishment of a communication and project dissemination network consisting of building level and

and attendance area career education coordinators in the Adams and Madison High School attendance areas of Area II.

3. During the project's operational year, the project steering committee met regularly to assess the levels of goal accomplishments, develop strategies and plan future activities as well as discuss problems or recommendations.
4. A dissemination of project curricular material was held during March 1974. Region X and USOE staff and project directors were given these materials.
5. During two weeks in June 1974, a workshop was held to revise curricular materials developed in July of 1973, and to develop needed supportive materials for continuation of the project. This workshop was sponsored co-operatively by project and Area II monies with staff (62 members) representing all of Area II schools participating. A secondary objective was that of disseminating project materials and procedures to other attendance areas.
6. Prior to school beginning in September 1974, a two day workshop was held to plan strategy for the 74-75 school year and to disseminate materials to Area II schools that were not in the project.

7. Staff development was provided through a planned inservice program in cooperation with the Area II Career Education Specialist as part of the total Area II program. This included a teachers self-assessment and provision of four inservice courses with several sessions planned for the year. The complete plan is included on pages 20-23a for reference.
8. Long-range planning was included in cooperation with Area II through the use of the Attendance Area Planning System Guide in all of the project schools. Included in the results of this planning effort was an implementation profile for each project school and a summary of the activities planned to be completed during the 1974-75 school year. The Implementation Profile and Plans for 1974-75 for Marshall High School will be found on pages 24-26 as an example of the materials submitted in this planning process. The Area Level Implementation Profile for K-8 elementary buildings is found on page 27 to illustrate that the staff of the project schools in the Marshall attendance area rated themselves significantly higher than the two other attendance areas in Area II. The only difference that Area II can identify was the presence of the PCE/7-10 and PCE/K-10 projects. Complete copies of the long-range

plans for the schools are on file in the Area II Career Education Office.

9. The Project cooperated with Area II in the identification of a basic instructional materials list that was to be included in career education resource centers in each elementary school for teacher use with students. Area II funded a special purchase of the first priority materials to be placed in each school. Refer to pages 28-29 for the inventory listing and priority forms used in planning this project.

PORTLAND PUBLIC SCHOOLS
Career Education Area II
8020 N.E. Tillamook St.
Portland, Oregon 97213

August 29, 1973

FROM: Leroy E. Wallis, Career Education Specialist
TO: Area II Teachers
SUBJECT: Teacher's Self-Assessment Inventory of Career Education Competency

Area II schools have set target goals for implementing first steps of a Career Education program emphasis into our school curriculum. There are a total of 19 target goals for 1973-74 school year and among them are these three:

No. 7: 40% of staff will participate in staff development programs to improve their understanding of the career education concept, thereby improving implementation ability.

No. 8: 20% of staff will improve and demonstrate competencies in providing career based guidance services for learners.

No. 10: 100% of staff will increase their awareness of their professional career education needs and have had these needs included in their yearly evaluation.

The attached Self-Assessment Inventory was developed by a teacher committee this summer to assist you in looking at your competency for including a career emphasis in your instructional program. The competencies listed are based upon a research project by Dr. Richard Holloway while at Oregon State University and are the result of his work with teachers in Portland and other Oregon cities.

Four courses have been developed that will provide you with an opportunity to increase your competency at whatever level your needs are. The purpose of this Inventory is to identify your strengths as well as any weaknesses and to enable you to determine which of the four courses should provide you with what you need. Each of the courses is a 1 hour credit course provided through 6 two hour meetings in 6 weeks. This will enable you to select 1 or more during the year to meet your individual needs and at a time most convenient to you. Refer to the chart on the next page for course descriptions and meeting dates.

How to use the Inventory:

The Inventory is in two parts. Each teacher will complete the K-12 Inventory. K-6 teachers will complete the K-6 Inventory and 7-12 teachers will complete the 7-12 Inventory. Your scores will provide you with information as to whether you should enroll in a particular course based upon your self-assessment and discussion with your principal.

If you have questions, ask your building Career Education Coordinator first or call me at 255-7210. I am sure you will find you have a better understanding of your career education professional needs after completing the Inventory. Thank you.

LEW:n

Attachments

PORTLAND PUBLIC SCHOOLS
Career Education Area II
8020 N.E. Tillamook St.
Portland, Oregon 97213

BASIC STAFF DEVELOPMENT PROGRAM FOR CAREER EDUCATION, 1973-74

Course title and description: Each course offers 1 credit	Minimum Competency level as established by Inventory	Planned meeting dates to provide at least 11 hours of instruction and 1 hour of credit.					
		Oct.2-30	Nov.6-Dec.11	Jan.8-Feb.5	Feb.12-Mar.12	Mar.26-April 30	May 7-June 4
		5 mtgs. 2-1/2 hrs.ea.	6 mtgs. 2 hrs. each	5 mtgs. 2-1/2 hrs.ea.	5 mtgs. 2-1/2 hrs.ea.	6 mtgs. 2 hours each	5 mtgs. 2-1/2 hrs.ea.
OVERVIEW OF CAREER EDUCATION WORKSHOP Each participant will develop a broad understanding of the career education concept including rationale, elements, roles of agencies and individuals, life roles and career education, relation to all curriculum, guidance needs and a basic awareness of materials.	48 or more	X		X			Any of the 4 can be provided during this time, based on need.
IMPLEMENTING CAREER EDUCATION INTO THE CURRICULUM AT THE K-6 LEVEL Each participant will be able to identify effective ways of integrating career education into various areas of the curriculum; gain proficiency in developing units containing a career emphasis; plan to include units of instruction throughout the K-6 curriculum.	K-3 teachers 64 or more 4-6 teachers 67 or more		X		X	X	
IMPLEMENTING CAREER EDUCATION INTO THE CURRICULUM AT THE 7-12 LEVEL Each participant will be able to identify effective ways of integrating career education into various areas of the curriculum; select from a variety of instructional materials; gain proficiency in planning instructional activities with a career emphasis.	69 or more		X		X	X	
CLASSROOM GUIDANCE AND PROCEDURES IN CAREER EDUCATION Each participant will be able to plan and implement basic guidance based on careers in their own classroom.	none established as yet	X		X		X	

PORTLAND PUBLIC SCHOOLS
Career Education Area II
8020 N.E. Tillamook St.
Portland, Oregon 97213

TEACHER'S SELF-ASSESSMENT INVENTORY
Career Education Competencies, K-12

Keeping the needs of students in mind, rate yourself on each item on a scale of 1 through 5. A rating of 3 is considered an acceptable level of competency; a rating of 1 is considered no competency, and a rating of 5 is considered a superior competency.

I can demonstrate my competency by:	1	2	3	4	5
1. recognizing the advantages of career planning.					
2. accepting that responsibility and decision making are part of career development.					
3. understanding the total career education program of the district.					
4. understanding my building's long-range plan for career education and identifying my role in implementation.					
5. identifying					
a. national, regional and local manpower trends and needs.					
b. measuring devices that assess interests, attitudes and aptitudes as they relate to future career decisions.					
c. career resource materials (AV, games, briefs, kits, etc.)					
d. community resources available for enriching career programs. (IPAR, agencies, service clubs, etc.)					
e. tests that measure the achievement of career objectives.					
f. classroom guidance skills used in career education programs.					
g. relationship between avocation and occupations.					
6. being able to analyze					
a. job family concept (cluster, people-data-things, etc.)					
b. direct relationship between competencies developed while in school and those needed in life roles (family, citizen, occupational and avocational)					
c. the interdependence of occupations.					
d. how all work contributes to the well being of society.					
e. how people in various occupations also function in other life roles. (family, citizen and avocational)					

Total your points. A total of 48 or better indicates you have an acceptable level of competency in basic career education teaching skills. You would not need to participate in the Overview course in Career Education but you may have identified certain competencies that you will wish to strengthen. Discuss with your principal as part of your annual evaluation of teacher performance.

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Career Education Area II
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Portland, Oregon 97213

TEACHER'S SELF-ASSESSMENT INVENTORY
Career Education Competency, K-6

Keeping the needs of students in mind, rate yourself on each item on a scale of 1 through 5. A rating of 3 is considered an acceptable level of competency; a rating of 1 is considered no competency; and a rating of 5 is considered a superior competency.

I can demonstrate my competency by:	1	2	3	4	5
1. utilizing					
a. vocational literature and data.					
b. individualized instruction material developed.					
c. A.V. material, games, literature, etc.					
d. selected resource people in class to present career information.					
e. developed career awareness teaching guides.					
f. parents of class members in presenting information on their career.					
2. directing students in					
a. classroom projects simulating tasks of real workers.					
b. identifying career opportunities related to units of study.					
c. discussing their career aspirations.					
d. doing research on occupations that are of interest to them.					
*e. using classified ads to identify and describe occupations.					
f. identify careers of their parents.					
g. developing a questionnaire for interviewing parents and others about their jobs.					
h. field trips for career awareness.					
i. studying occupations of day-to-day employees of local school system.					
j. identifying the type of tools, clothes, materials and equipment used in various occupations.					
k. understanding the life roles. (family, citizen, occupational and avocational)					
3. having developed tests that measure the achievement of career awareness.					
4. utilizing commercial tests that measure achievement of career awareness.					

* May not apply to K-3.

Total your points. A total of 64 for grade K-3 or 67 for grade 4-6 or better indicates that you have an acceptable level of competency in basic career education teaching skills for the grade K-6 classroom. You would not need to participate in the Implementing Career Education at grades K-6 course in career education but you may have identified competencies that you will wish to strengthen. Discuss with your principal as part of your annual

PORTLAND PUBLIC SCHOOLS
Career Education Area II
8020 N.E. Tillamook St.
Portland, Oregon 97213

TEACHER'S SELF-ASSESSMENT INVENTORY
Career Education Competency, 7-12

Keeping the needs of students in mind, rate yourself on each item on a scale of 1 through 5. A rating of 3 is considered an acceptable level of competency; a rating of 1 is considered no competency; and a rating of 5 is considered a superior competency.

I can demonstrate my competency by:	1	2	3	4	5
1. identifying					
a. tasks performed by people in various occupations.					
b. salary levels and working conditions of occupations.					
c. educational requirements of occupations.					
d. physical and intellectual requirements of occupations.					
e. student interests and abilities with compatable occupations.					
f. vocations that can become avocations and avocations that can become vocations.					
g. life styles associated with occupations.					
2. utilizing					
a. activities fostering wholesome attitudes of work.					
b. measuring devices to guide student understanding of self-interests, attitudes, aptitudes.					
c. information on manpower from employment services.					
3. having developed and/or utilized					
a. tests that measure achievement of career exploratory objectives.					
b. vocational literature, individualized instructional material, career exploratory teaching guides, community resources.					
c. classroom activities					
1. Field trips for career exploration.					
2. Discuss career aspirations with students.					
3. Identify careers related to subject matter.					
4. Develop a questionnaire to interview workers.					
5. Projects to simulate tasks of real workers.					
6. Make a task analysis of special interest occupations.					
7. Dictionary of Occupational Titles to identify and describe occupations.					
8. Direct students in doing research on occupations using the D.O.T., classified ads, Occupational Outlook Handbook, etc.					
d. job family concept.					
e. guidance skills to assist in career exploration.					
f. the concept of life roles. (family, citizen, occupational and leisure)					

Total your points. A total of 69 or better indicates you have an acceptable level of competency in basic career education teaching skills for the grade 7-12 classroom. You would not need to participate in the Implementing Career Education at Grades 7-12 course in career education but you may have identified competencies that you will wish to strengthen. Discuss with your principal as part of your annual evaluation of teacher performance.

CAREER EDUCATION Program Assessment Profile

School Marshall High School
Teacher/Program
Year 1972-73/1973-74 comparison

This is where we are!

CAREER EDUCATION

Here's how we plan to get there Year 1.

LOCAL ATTENDANCE AREA PLANNING

SCHOOL MARSHALL HIGH SCHOOL

I. Curriculum

	YOUTH ORGANIZATION	WORK EXPERIENCE	ARTICULATION	INTERDISCIPLINARY	INDIVIDUALIZATION	GUIDANCE/COUNSELING	EVALUATION	REVISION	GOALS/OBJECTIVES	PHILOSOPHY
		Further develop work experience and exploratory experiences and the transportation necessary to use these stations.	Continue to develop adequate cluster programs to conform to the philosophy of career education.	Emphasis will be placed on the inter-disciplinary approach to career education.	Modify PERT for activities, responsibilities and the time line for career educ. activities.	Provide staff members with more career guidance materials and the skills to use these materials.	We are going to develop the instruments for adequate evaluation of the Career Ed program at Marshall High.	Review the existing goal statements and make revision where weaknesses are noted.		

CAREER EDUCATION

Here's how we plan to get there Year 1.

LOCAL ATTENDANCE AREA PLANNING

SCHOOL MARSHALL HIGH SCHOOL

II. Human Resources	PERSONNEL	STAFF DEVELOPMENT	All department and course goals are not written in measurable terms.
		GUIDANCE SKILLS	Continue to build staff confidence as it relates to student guidance in career education.
		INSTRUCTION	Continual emphasis on faculty involvement and commitment to career education will be developed.
		ADMINISTRATION	Need to develop a well planned followup study of Marshall grads.
		SUPPORT	
	COMMUNITY	RESOURCES	Establish a relationship with the IED in order to more effectively utilize available services.
		ADVISORY COMMITTEES	Need for improving two way communication in terms of monitoring and reporting progress between parent and teacher (and vice versa). (Use of PR man possible, prose statement in addition to grade report.) Develop plans for student, staff, and community involvement in the programs of career education. Develop methods of communicating the philosophy and activities of the career education program to students, staff, and community.
		COMMUNICATION	
III. Physical Resources	IN-SCHOOL		Lack of career cluster stations within the school. Inadequacy of space and equipment of auto cluster. Implementation of resources of the VIPS.
	IN-COMMUNITY		Lack of exhibit materials and space for community career related programs. Inadequacy in space and location of Green Thumb operation.

CAREER EDUCATION

Program Assessment Profile

This is where we are!

School K-8 Schools, Attendance Area
Teacher/Program
Year 1973-74

PORTLAND PUBLIC SCHOOLS
Area II Career Education

Career Education Resource Materials

Inventory and Priority Need Listing

School_____

K-3 to K-6 Schools

Date_____

	COST	WE HAVE	WE WANT (list in priority order)
I Want To Be Books, 52 titles in series, average $3.25 per title	$169.00		
Come To Work With Us In____Books, 13 titles in series, average $4.00 per title	58.50		
People in Sports Books, 17 titles in series, average $4.00 per title	68.00		
Feelings Series, 8 titles in series, average $4.00 per title	32.00		
Famous People Books, 36 titles in series, average $5.00 per title	180.00		
Games, Washington County IED, 1 game per grade level @ $20.00 per set	20.00		
DUSO 1 Kit	105.00		
DUSO 2 Kit	105.00		
Popeye Career Awareness Program	42.50		
Highway to Work and Play Series, 5 in series, $36.00 each series	180.00		
Guidance Posters, 13 sets in series, average $3.50 per set	45.50		
Yellow Pages of Learning Resources, $1.95 each - 5 per building	9.75		
Erector Set, Motorized, $29.00 each	29.00		
* Focus Kit, Stage III, $116.00 per kit	116.00		

* Sixth grade only

PORTLAND PUBLIC SCHOOLS
Area II Career Education

Career Education Resource Materials

Inventory and Priority Need Listing

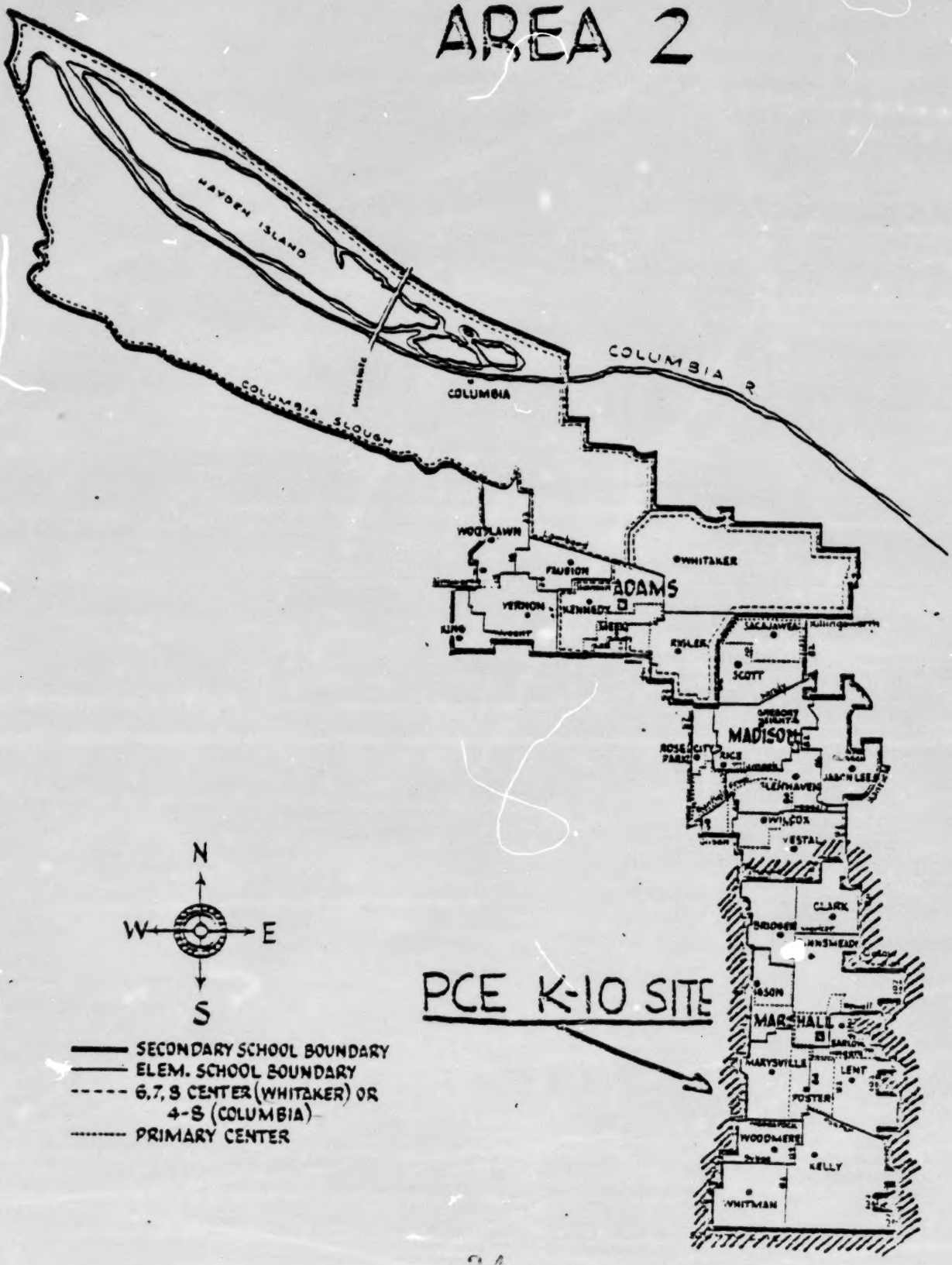
School_____

6-8 Schools

Date_____

	COST	WE HAVE	WE WANT (list in priority order)
Oregon Manpower Resource Book	FREE		
Occupational Outlook Handbook, $7.25 each, 6-12 copies	$43.50-87.00		
Telephone Book Yellow Pages, free	FREE		
Encyclopedia of Careers and Vocational Guidance Set, $25.00 per set	25.00		
Focus Kit, Stage 111, $116.00 per kit	116.00		
Popeye Career Awareness Program	42.50		
SRA Work Kit and 3 Workscopes, $210.00 per set	210.00		
Scholastic Discovery Kit, $135.50 per kit	135.50		
CIS Needle Sort System, annual lease cost $50.00	50.00		
Job-O Interest Program, $50.00 initial cost; $10.00 annual consumable cost	50.00		
Xerox Career Pictures, 15 sets in series, $2.50 per set	37.50		
Career Tapes, 72 careers in series $165.00 cost for series	165.00		
Eyegate Listen to Learn cassettes on careers, 116 careers, $450.00 per set	450.00		
Adventures in the World of Work, FS and cassettes, $79.95 per set	79.95		
File Folders, 35¢ for each 7th grade student plus extras for replacement or added students (10% of grade 7 and 8)	87.50		

AREA 2


HAYDEN ISLAND
COLUMBIA R
COLUMBIA SLOUGH
COLUMBIA
WOODLAWN
WHITAKER
FERNHILL
ADAMS
VERNON
KENNEDY
KING
ESSEX
ASCALANIA
EXILER
SCOTT
MADISON
ROSE CITY PARK
RICE
JAMES LEE
LEEMAHAVEN
WILCOX
VESTAL
CLARK
BRIDGER
JENNINGS
JASON
MARSHALL
MARYSVILLE
LENT
FOSTER
WOODMERE
KELLY
WHITMAN
N
W
E
S
PCE K-10 SITE
SECONDARY SCHOOL BOUNDARY
ELEM. SCHOOL BOUNDARY
6,7,8 CENTER (WHITAKER) OR 4-8 (COLUMBIA)
PRIMARY CENTER

E. Project Goals, Activities, Evaluation Questions, and Results

The following 20 pages expand on the summarized project goals listed in Section C of this final report include a list of project activities and the evaluation questions asked by the Project of itself. The right hand column contains a description of results of the activity in terms of the evaluation questions. References are made in many places to the complete set of appendices that become part of this final report to provide supporting evidence and/or data.

GOAL 1 Further develop the overall articulation plan kindergarten-grade 12, with specific detailing of the grade K-10 program plan. The management goal for this component is: Based upon Oregon's and Portland's model for an articulated K-12 career education program, develop a plan that will include:

Objective	Project Activity	Evaluation Question	Summary of Results
a. The establishment of career education coordinators in each of the 13 site schools Degree of completion: 100%	a.1 Each principal will select a teacher to serve as a building level career education coordinator.	a.1.1 Did the principal select a teacher to be the building level career education coordinator?	a.1.1.1 Each project school principal did select a coordinator or coordinators that shared responsibility and budgeted pay. Marshall High School: Lyle Meyer, Cathy Schar Binnsmead: Dick Saulsbury, Connie Schmeckpeper Kelly: Bob Threet Lent: LeRoy Hesgard Marysville: Jan Paeth Whitman: Bob Foster Woodmere: Carol Cooper Barlow: Ed O'Brien Bridger: Robert Turner Clark: Margaret Lorenzen Foster: Rich Regula Youngson: Gwen Parker
		a.1.2 Did the selected teacher serve as coordinator?	a.1.2.1 Each selected teacher did serve as coordinator for the project year.
	a.2 The project and Area II will develop a job description for building level career education coordinators.	a.2.1 Was a job description developed and used in selection of building level career education coordinators?	a.2.1.1 A job description was developed and used. See copy in Appendix I.
		a.2.2 The project developed a specific list of project related activities to be appended to and become part of the general job description.	a.2.2.1 The project did develop and use a specific list of activities titled "Role and Responsibility of Building Coordinator." See copy in Appendix I.
	a.3 A budget item will be established to pay extended responsibility to the selected building level career education coordinators.	a.3.1 Was a budget item established for extended responsibility pay to building level career education coordinators?	a.3.1.1 A budget item was established in the project budget and each coordinator was paid the following basis: Elementary Coordinators: $375 Secondary Coordinators: $750
	a.4 The selected building level career education coordinators will meet with the principal and project coordinator as part of the project steering committee	a.4.1 Was a steering committee established for the project that included the building principal and coordinator?	a.4.1.1 The steering committee was established as planned. It included school principal, career education coordinators, IPAR representative and others as needed on an ad hoc basis.

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GOAL 1 Further develop the overall articulation plan kindergarten-grade 12, with specific detailing of the grade K-10 program plan. The management goal for this component is: Based upon Oregon's and Portland's model for an articulated K-12 career education program, develop a plan that will include:

Objective	Project Activity	Evaluation Question	Summary of Results
		a.4.2 Did the steering committee meet on a regular basis?	a.4.2.1 A regular meeting time was established for the 4th Wednesday of every month and meetings were held. See Role and Responsibility of Building Coordinators, Appendix I and summary of quarterly reports as submitted.
b. The integration of the People in Products and Services Career Awareness Guide, the Career Education Idea Book and the emerging career exploration model as contained in the Project Career Exploration 7-10. Degree of completion: 100%	b.1 The PIPS Guide, the Idea Book and activities designed in project PCE 7-10 will be integrated into the total plan through clarification of goals at the K-6 level.	b.1.1 Were the PIPS Guide, Idea Book, and PCE 7-10 resources utilized in development of materials to be used in this Project?	b.1.1.1 The Idea Book concept of having activities available to teachers, each containing a career emphasis and related to existing curriculum was adopted and modified to complement the Project PCE 7-10 format as new K-6 materials were developed. Please refer to Project publication titled Activities for Career Education K-6 for complete collection of developed materials. (Appendix C)
		b.1.2 Were K-6 goals clarified as a result of project activities?	b.1.2.1 The basic goals contained in the PIPS Guide were used as the basis for clarified and expaned goals for grades K-6 as found in a project publication titled Career Education Elements, Concepts, Goals and Achievement Indicators Grade K-9. (Appendix B)
c. Revise and extend the grade 7-10 exploratory program now known as Project Career Exploration 7-10 to include additional needed components as a second phase development effort. Degree of completion: 80%	Second phase development needs as identified by Project PCE 7-10 included: c.1 Develop plans to clarify role of the teacher as a guidance person at the grade K-6 level through use of project supplied curriculum and guidance materials.	c.1.1 What was the clarified guidance role, as established by the project, for the K-6 teacher?	c.1.1.1 A clarified guidance role for K-6 teachers was not established by the project.
		c.1.2 Did the project supply curriculum and guidance material to assist the K-6 teacher assume a guidance role?	c.1.2.1 Guidance oriented activities were developed and published. See Examples in Activities for Career Education K-6. (Appendix C)
			c.1.2.2. Guidance oriented DUSO (Developing Understanding of Self and Others) Kits were provided Project schools for teachers to use with students.

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GOAL 1 Further develop the overall articulation plan kindergarten-grade 12, with specific detailing of the grade K-10 program plan. The management goal for this component is: Based upon Oregon's and Portland's model for an articulated K-12 career education program, develop a plan that will include:

Objective	Project Activity	Evaluation Question	Summary of Results
	c.2 Improve the planned articulation of programs, K through 12 by developing goals and achievement indicators for grades K-8 and a grade 9-10 plan by departments in the high school.	c.2.1 Were K-8 grade level goals and achievement indicators developed, published and provided to teachers and principals?	c.2.1.1 K-8 grade level goals and achievement indicators were developed by a team of teachers during the summer of 1973, published by the project, and disseminated to all teachers and principals in Area II schools as well as project schools. (Appendix B)
		c.2.2 Did the Marshall High School staff develop goals and plans for implementing career education by departments?	c.2.2.1 The Marshall High School staff developed in the summer of 1973, by department, detailed goals and activities to be implemented during the 1973-74 school year. The resulting document, Activities for Career Education 9-10. (Appendix E) is the revised guide developed in summer 1974 for use in the 1974-75 school year.
			c.2.2.2 Marshall High School staff utilized the Area II developed Attendance Area Planning System to complete a 5 year plan for improving career education that included implementation levels as established by the staff. See copy of profile as included in the Project Procedures, Section D, of this final report.
	c.3 Continue to develop, with the cooperation of IPAR, the community resource component, focusing on improved plans for delivery of services from IPAR to the schools of speakers in the classroom and field trip sites.	c.3.1 Were plans for use of IPAR developed and/or refined from PCE 7-10 plans?	c.3.1.1 IPAR participated during the summer of 1973 as plans were refined based on experience gained in Project PCE/7-10 during the 1972-73 school year. Problems addressed in the discussions included: 1. scheduling problems in the schools and at IPAR 2. how to get speaker and teacher together on expectations 3. evaluation of speakers by the teacher 4. evaluation of the class and teacher by the speaker 5. revised request forms, and updating the IPAR resource guide (Appendix K)

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GOAL 1 Further develop the overall articulation plan kindergarten-grade 12, with specific detailing of the grade K-10 program plan. The management goal for this component is: Based upon Oregon's and Portland's model for an articulated K-12 career education program, develop a plan that will include:

Objective	Project Activity	Evaluation Question	Summary of Results
		c.3.2. Were plans made to improve delivery services over those provided the PCE 7-10 project?	c.3.2.1 Based on the plans for improving services as described in c.3.1.1, continuous review during the operational year was maintained to examine problems as they appeared and mutually work toward solution.
		c.3.3. Were plans completed for IPAR to schedule field trip sites to project schools?	c.3.3.1 IPAR was utilized by the project's field trip coordinator to identify and schedule many of the field trips that served a total of 1800 students during the project year. Detailed records of how scheduling occurred was not maintained and this deficiency is hereby noted. See Project Activity d.5, Goal 1 for additional information.
d. Refine the models of Curriculum Development, Guidance and Counseling, Staff Development, Community Involvement, and Evaluation that will enable an articulated K-10 program to be integrated into the total instructional program upon termination of financial assistance. Degree of Completion: 90%	The Project, through plans as developed by the steering committee as named in Objective a, Activity a.4, will provide: d.1 A curriculum development process that will result in published goals and related activities to enable individual teachers and/or building staff to implement the career education goal of Area II as part of the normal curriculum design of a building staff.	d.1.1 Was a curriculum development process implemented by the project that produced written goals and related activities?	d.1.1.1 A curriculum development workshop was held during the summer of 1973 that resulted in draft copies of goals and classroom activities to be utilized in the classrooms during the project year. Based on the year's use, a subsequent workshop in the summer of 1974 resulted in having the draft copies revised and published in the final form as evidenced by appendices to this report. Curriculum publications included the following appendices: B, C, D, E, F, and G.
		d.1.2 Can project published materials be utilized effectively by individual teachers and/or a building staff as part of the normal, on-going curriculum design process?	d.1.2.1 Project developed and published activities and goals have provided the nucleus around which all teachers in Area II as well as the project schools plan to include a career emphasis in their instruction. The Activity Guides have proven to be useful as a minimal expectation of the project was that each teacher

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GOAL 1 Further develop the overall articulation plan kindergarten-grade 12, with specific detailing of the grade K-10 program plan. The management goal for this component is: Based upon Oregon's and Portland's model for an articulated K-12 career education program, develop a plan that will include:

Objective	Project Activity	Evaluation Question		Summary of Results
			d.1.2.1 (cont.)	would utilize at least one activity monthly. Quarterly reports by building coordinators continue to show many teachers (estimated to be at least 60%) ,et this minimal expectation. The remaining teachers, (estimated at nearly 40%) did not report use of an activity per month and provided standard reasons like "didn't have time", "didn't keep records", "doesn't fit my style of teaching" "don't know how to adapt to fit what we are doing", etc. The most frequent reason was "lack of time". Teachers who "took the time" to learn to use the activities reported them to be useful and provided increased student interest. Major needs including need for administrative commitment, willingness to have performance expectations of teachers, and an interest in monitoring use were identified. Where administrative commitment was high, teacher utilization was at a higher level.
			d.1.2.2	Utilization of project developed and published material was included in all staff development activities, whether at the building level or through Area level inservice classes.
	The Project, through plans as developed by the steering committee as named in Objective a, Activity a.4, will provide:			
	d.2 A process of improving guidance skills of teachers that is built into the goals and instructional activities.	d.2.1 Were goals and instructional activities developed that would facilitate a process of improving the guidance skills of teachers?	d.2.1.1	Goals and instructional activities were developed to assist in a process of improving guidance skills of teachers. A team of teachers, working under the project, undertook to define through goals the forms of guid-

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GOAL 1 Further develop the overall articulation plan kindergarten-grade 12, with specific detailing of the grade K-10 program plan. The management goal for this component is: Based upon Oregon's and Portland's model for an articulated K-12 career education program, develop a plan that will include:

Objective	Project Activity	Evaluation Question		Summary of Results
			d.2.1.1 (cont)	ance a student should expect during the K-10 grades. This effort resulted in clarified goals for grades K-6 and 7-10 that will be found in Appendix J; and in the Elements, Concepts, Goals and Achievement Indicators for Grades K-8 that will be found in Appendix B. The content of these two publications are heavily guidance oriented and were designed to be utilized in group inservice or by individual teachers with a goal of increasing the teacher's understanding of career based guidance.
	The Project, through plans as developed by the steering committee as named in Objective a, Activity a.4, will provide:			
	d.3 A continuing process of staff development in the concepts of career education, processes of developing curriculum, skills of writing curriculum, relationship of goals to evaluation, and use of community resources.	d.3.1 Were staff development activities provided for all teachers, individually or in groups?	d.3.1.1	Staff development activities were provided all through the project's funding and included workshops for developing goals and curriculum materials, short term activities in each building conducted by building coordinators, leadership development during regularly scheduled coordinator meetings, and planned career education inservice classes. In the project schools, 290 of 334 teachers participated in these activities.
	d.4 A process of improved delivery of services from the community through IPAR, focusing on speakers in the classroom and field trip sites.	d.4.1 Were plans for improved community services through IPAR developed and implemented?	d.4.1.1	See c.3.1.1 and c.3.3.1, Goal 1, for description of processes for improved delivery services of IPAR.

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GOAL 1 Further develop the overall articulation plan kindergarten-grade 12, with specific detailing of the grade K-10 program plan. The management goal for this component is: Based upon Oregon's and Portland's model for an articulated K-12 career education program, develop a plan that will include:

Objective	Project Activity	Evaluation Question	Summary of Results
	The Project, through plans as developed by the steering committee as named in Objective a, Activity a.4, will provide:		
	d.5 Continuation of the transportation component in the form of a mini-bus to enable planned exploration visits into the community, based on the cluster concept, using school based drivers.	d.5.1 Was the lease on the mini-bus maintained for the 1973-74 school year?	d.5.1.1 A Ford mini-bus, leased during the PCE/7-10 project, was released for this project year upon recommendation of the Project Steering Committee.
		d.5.2 Were the schools able to provide drivers for the bus as planned?	d.5.2.1 A stated goal of continuation of the service of the mini-bus was that the schools would be able to coordinate the trips and provide the drivers if the bus was available. In practice the schools were not able to provide coordination or drivers so the Project hired a field trip coordinator-driver to enable effective use of the bus. This was done only after a three month attempt by the schools to meet the original goal.
	d.6 Each building in the project will revise their 5 year career education plan to include implementation level profiles and next step planning for identified elements of the program.	d.6.1 Did each building in the project revise their 5 year plan as listed?	d.6.1.1 Each building did complete a revised 5 year plan using the Area II Attendance Area Planning for Career Education system. The plans were submitted in summary form using the format illustrated for Marshall High School in the Project Procedures, Section D, of this report. Copies are on file in the Area II office and available for inspection.

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GOAL 2 Implement Curriculum, Guidance and Counseling, St ff Development and Community Involvement programs as designed by the K-10 plan. The management goals for this component are:

Objective	Project Activity	Evaluation Question	Summary of Results
a. Curriculum Implementation through Project Activities a.1 through a.5. Degree of Completion: 90%	a.1 The project will develop curriculum materials, based on subject areas, that can be utilized by teachers.	a.1.1 Were curriculum materials by subject areas developed, published and disseminated to teachers for their use?	a.1.1.1 The following materials were developed, published and disseminated as appropriate to each teacher in the project schools and all other schools in Area II. Appendix A - Career Education File Folder Insert Appendix B - Career Education Elements, Concepts, Goals and Achievement Indicators Appendix C - Activities for Career Education K-6 Appendix D - Activities for Career Education 7-8 Appendix E - Activities for Career Education 9-10 Appendix F - Activities for Career Education K-10 Appendix G - PCE K-10 Resource Supplement Appendix J - PCE K-10 Goals Components and Concepts
		a.1.2 Did teachers evaluate developed materials usefulness as tried in the classroom?	a.1.2.1 Evaluation forms for activities in the draft copies of curriculum materials prepared in the summer of 1973 were included in materials disseminated for teacher use during the school year. The forms returned during the year were utilized by the editing/revising team that prepared the final published materials. New activity forms were also submitted and became part of the final materials. Refer to Goal 1, Project Activity d.1, results d.1.2.1 for additional information
	a.2 The project will provide assistance, through the building level career education coordinator, to teachers on the use of developed materials.	a.2.1 Were building level career coordinators able to provide the needed assistance to teachers on the use of developed materials?	a.2.1.1 Building level coordinators assisted as possible. All coordinators noted that their coordinator jobs added as an extra responsibility duty on top of a full teaching assignment did not permit them to provide the level of assistance requested by staff.

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GOAL 2 Implement Curriculum, Guidance and Counseling, Staff Development and Community Involvement programs as designed by the K-10 plan. The management goals for this component are:

Objective	Project Activity	Evaluation Question	Summary of Results
	a.3 The project will provide examples of curriculum materials in all subject areas that teachers can use to modify their existing program to include a career emphasis.	a.3.1 Did the project provide teachers with examples of curriculum materials with a career emphasis in all subject areas?	a.3.1.1 The project provided two types of curricular materials. One type was the locally developed activities that are included in project publications. The second type was commercially available books, cassette tapes, AV kits and filmstrips. The project was forced to develop much of our materials as commercial publishers had not yet placed a wide selection on the market. It was not until late in 1973 and early 1974 that many commercial materials were available.
	a.4 The project will provide materials as identified by the steering committee to enable each building to establish a career center containing instructional materials for teacher's use with learners.	a.4.1 Did the steering committee identify materials needed for a basic career center?	a.4.1.1 The steering committee prepared a basic list of materials recommended for a career center in a school. The list is included in Project Procedures, Section D, of this report.
		a.4.2 Did the project provide each project school with identified materials for use by teachers with learners.	a.4.2.1 The project was able to place 100% of the recommended first priority career center materials in all project schools.
	a.5 As a result of teacher use of selected materials, guidelines will be recommended for required materials to be available in each school.	a.5.1 Was the original list of required materials (a.4.1) modified as a result of use	a.5.1.1 The original list was modified, primarily with new materials to be added, not deleted.
b. Guidance and Counseling implementation including Project Activities b.1 through b.4. Degree of Completion: 90%	b.1 Continue the use of the file folder to document career exploration and use as a guidance tool.	b.1.1 Was the file folder issued to incoming 7th graders and maintained during the 1973-74 year for all students grade 7-10?	b.1.1.1 The file folder was provided for each student new to grades 7-10 and maintained by teachers at all grade levels, 7-10.
			b.1.1.2 The file folder insert was revised, based on experience, during the summer of 1974 and printed for use in the fall of 1974.
	b.2 Continue to use Job-O, USTES, OIAS and GATB as a foundation self-understanding program.	b.2.1 Were JOB-O, USTES, OIAS and GATB utilized during the 1973-74 school year?	b.2.1.1 Each student at grades 7-10 had the opportunity to use JOB-O, USTES, OIAS and GATB. In addition, the Air Force assisted in a trial run of ASFAB.

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GOAL 2 Implement Curriculum, Guidance and Counseling, Staff Development and Community Involvement programs as designed by the K-10 plan. The management goals for this component are:

Objective	Project Activity	Evaluation Question	Summary of Results
	b.3 Provide staff development in use and interpretation of interest surveys and tests listed in b.2	b.3.1 Was staff development provided for teachers in use and interpretation of the interest surveys and tests listed in b.2?	b.3.1.1 Staff development was provided for the staff most directly involved with each test. Ten Marshall staff were trained in use and intterpretation of USTES and GATB. All teachers, grades 7-10 were briefed in use of JOB-O and OIAS.
	b.4 Provide, through goals and activities, resources to facilitate improved guidance through the K-6 classroom teacher.	b.4.1 Were goals and activities provided to facilitate improved guidance through the K-6 teacher?	b.4.1.1 See Goal 1, Project Activities c.1 and d.2 for information on results.
c. Staff Development implementation including project activities c.1 c.4. Degree of Completion: 95%	c.1 Make staff development programs available to any teacher in the project or to a building staff as requested.	c.1.1 How many staff development programs were made available?	c.1.1.1 The Project and Area II cooperated in the development of the following classes to be available during the 1973-74 school year: 1. Cr.Ed.100.6 Overview of Career Education. (1 credit hour) 2. Cr.Ed.100.7 Implementing Career Education into the Curriculum at the K-6 level. (1 credit hour) 3. Cr.Ed.100.8 Implementing Career Education into the Curriculum at the 7-12 level. (1 credit hour) 4. Cr.Ed.100.9 Classroom Guidance and Procedures in Career Education (3 credit hours) Details of this planned series will be found in Project Procedures, Section D, of this report.
		c.1.2 How many teachers participated?	c.1.2.1 Data on participation, all Area II schools including Project schools, is as follows:

Course	Sections	Teachers
Cr.Ed.100.6	10	175
Cr.Ed.100.7	4	62
Cr.Ed.100.8	4	76
Cr.Ed.100.9	5	58

	c.1.3 How many project schools requested building level programs and how many were delivered?	c.1.3.1 No Project school requested a building level staff development program.

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GOAL 2 Implement Curriculum, Guidance and Counseling, Staff Development and Community Involvement programs as designed by the K-10 plan. The management goals for this component are:

Objective	Project Activity	Evaluation Question	Summary of Results
	c.2 Include skill development in writing goals and curriculum materials as part of all curriculum development activities operated by the Project.	c.2.1 How many curriculum development activities were provided?	c.2.1.1 The curriculum writing team prepared a total of 546 activities in all areas of the curriculum, grades K-8. Appendices C and D.
			c.2.1.2 Marshall High School Staff listed goals and concepts of activities on a timeline for the year. See Appendix E.
			c.2.1.3 A summer workshop edited all materials described in c.2.1.1 and c.2.1.2 and added two supplements. See Appendices F and G.
		c.2.2 Was skill development in writing goals and materials included in all curriculum development activities?	c.2.2.1 A major goal of the project, in addition to developing useful curriculum materials, was to improve the skills of the teachers in this area so they would be a resource in their own buildings. This was accomplished.
	c.3 Improve ability to apply evaluation processes in curriculum development and project evaluation activities operated by the Project.	c.3.1 Were evaluation processes included in curriculum development activities? How?	c.3.1.1 Evaluation forms were included in all pilot materials to solicit teacher reactions. These forms were collected throughout the year and were utilized in the revision processes.
		c.3.2 Did the third party evaluator include teachers in development of the project evaluation process?	c.3.2.1 The third party evaluation did include teachers in the development of the evaluation process. The direction of the evaluation was skewed from project results according to project goals to an attempt to measure learner outcomes. See Goal 3, Project Activity a.2
	c.4 Develop teachers who can continue to provide staff development in career education in the future.	c.4.1 Were teachers able to provide future staff development identified and prepared to maintain this process?	c.4.1.1 At least 6 teachers from the Project schools were identified as capable to teach needed inservice. These teachers provided a nucleus of instructors for inservice programs in the Project school and in other Area II schools.

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GOAL 2 Implement Curriculum, Guidance and Counseling, Staff Development and Community Involvement programs as designed by the K-10 plan. The management goals for this component are:

Objective	Project Activity	Evaluation Question	Summary of Results
d. Community involvement implementation including Project Activities d.1 through d.3 Degree of Implementation: 90%	d.1 Continue to use the services of IPAR to schedule classroom speakers.	d.1.1 Did IPAR continue to provide classroom speakers as requested by Project schools?	d.1.1.1 IPAR received a total of 224 requests for speakers during the 1973-74 school year to the Project schools. It must be noted that one request might contain several speakers for a mini-conference. Data was not maintained on the actual number of speakers who participated.
		d.1.2 Did teachers rate the quality services of IPAR and classroom speakers?	d.1.2.1 No formal process was established for teachers or speakers to rate quality of services of IPAR and speakers. Problems continued to surface and were solved during the project year. Refer to Goal 1, Project Activities c.3 and d.5 for additional details.
	d.2 Continue to use the services of IPAR to schedule field trip sites.	d.2.1 Did IPAR provide field trip scheduling during 1974-75? How many sites?	d.2.1.1 10% of the field trips taken with the project leased bus were scheduled through IPAR.
	d.3 Include representatives of IPAR on the steering committee for the project as planning proceeds and programs are implemented to insure our mutual recognition and solving of problems connected with use of community resources in the Project schools.	d.3.1 Did IPAR representatives meet regularly with the project steering committee?	d.3.1.1 IPAR representatives attended 90% of the regularly scheduled meetings of the project steering committee and assisted in planning to include the community as a learning resource.
		d.3.2 What were mutually recognized use of community resource probems and recommendations for solving them?	d.3.2.1 The top three problems were identified to be: 1. Need for delivery of confirmed speakers names to teachers 5 days prior to speaking. 2. Refining the request procedures to accommodate multiple speakers needed for a mini-conference. 3. IPAR's shortage of identified community resources.
			d.3.2.2 Recommendations for solutions included: 1. Establish a 12 day working time for IPAR to schedule speakers and a confirmation process within the scheduling center system.

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GOAL 2 Implement Curriculum, Guidance and Counseling, Staff Development and Community Involvement programs as designed by the K-10 plan. The management goals for this component are:

Objective	Project Activity	Evaluation Question	Summary of Results
			d.3.2.2 (cont.) 2. Modification of speaker request forms to accommodate the multiple speaker/mini-conference format.
			3. A process for expanding IPAR's resource bank was developed to be implemented during the summer of 1974 to double the number of IPAR resources. Cooperative project with IPAR/SDE.

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GOAL 3 Implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination. The management goals for this component are: Based upon the need for project accountability and measured effectiveness, design an evaluation process that will include the elements of planning, documentation, interpretation, and dissemination and having these specific parameters:

Objective	Project Activity	Evaluation Questions		Summary of Results
a. Planning element, including: 1. Develop an overall evaluation model as part of the articulation plan that is acceptable to the Oregon Board of Education, Portland Public Schools and an identified and accepted third party. 2. Examine each developed program level goal for evaluation potential to insure measurability. 3. Develop format and timeline for required project documentation and be responsible for required staff training in its use. Degree of Completion: 70%	a.1 Advertise for proposals from third party evaluators; select a proposal that recommends a model evaluation process that is acceptable to the State Department of Education, Portland Public Schools and the Project.	a.1.1 How many proposals were received?	a.1.1.1	Three proposals were received: 1. Wayne Courtney, OSU, Corvallis, Oregon 2. Northwest Regional Educational Laboratory (NWREL), Portland, Oregon 3. Dale Ward, Special Consultant, Portland, Oregon
		a.1.2 Was one proposal acceptable to the State Department of Education, Portland Public Schools and the Project?	a.1.2.1	Three proposals were examined and one accepted. The selected third party evaluator was: Dale Ward, Special Consultant, Portland, Oregon
	a.2 The selected evaluator will assist project staff to identify specific program and project goals to be evaluated and establish measurability.	a.2.1 Were specific program and project goals identified to be evaluated?	a.2.1.1	A great deal of discussion centered about specific program and project goals to be evaluated. There were divergent views that had to be accommodated and problems with timeliness. Demands from the USOE were being placed on projects all over the country to measure the effect of projects at the learner level. It was a consistent demand of the project administration that the only valid goals to measure were those established in the project proposal. An admitted position of the selected evaluator was that a proposal should not be developed without the third party evaluator being present. The evaluation timeline was altered significantly by a demand placed on the project to call for proposals for evaluation from any interested potential evaluator. This caused a delay in the start-up of evaluation for almost four months, one third of the total funding period. This caused a compression of the evaluation activities with an undue amount of pressure on both evaluator and project.

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GOAL 3 Implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination. The management goals for this component are: Based upon the need for project accountability and measured effectiveness, design an evaluation process that will include the elements of planning, documentation, interpretation, and dissemination and having these specific parameters:

Objective	Project Activity	Evaluation Questions	Summary of Results
		a.2.2 Was measurability of accepted goals established? Any problems with the process?	a.2.2.1 Measurability of selected goals was established to the satisfaction of the evaluator. The appropriateness of the goals selected is open to question, however. (See a.2.1.1 above) A major problem was discovered at the close of the project in the ability of teachers to predict the amount of change to be expected in learners in a defined length of time. We tended to be very optimistic which leads to an indication of lack of success.
	a.3 Format and timeline for required evaluation. Documentation will be agreed upon by the evaluator and the Project.	a.3.1 Was an evaluation format accepted?	a.3.1.1 An evaluation format was accepted and formed the basis for the final report. (Appendix H)
		a.3.2 Was a timeline established and followed?	a.3.2.1 A timeline was established and followed. Problems with this timeline are listed in a.2.1.1 above.
b. Documentation Element, including: 1. Develop the documentation needs of the Project and assign responsibilities to participants. 2. Collect and assemble required documentation based upon evaluation goals and project goals and make available to project and third party evaluators. 3. Be responsible for completeness and communicability of the reports, especially in respect to cost/transportability of project components. Degree of Completion: 60%	b.1 A quarterly report format will be developed by the Project to assist in collecting comparable data.	b.1.1 Was a quarterly report format developed and used by Project schools?	b.1.1.1 A quarterly report format was developed and used by the Project schools. (See Appendix I)
	b.2 Each building level career education coordinator will provide a quarterly report of Project related activities.	b.2.1 Did each Project school provide quarterly reports on project activities?	b.2.1.1 100% of the Project schools provided quarterly reports of project activities that were included in the project quarterly reports.
		b.2.2 Were there problems involved with the reporting process?	b.2.2.1 Major problems involved with the quarterly reports were: a. building coordinators had problems getting data from teachers. Teachers said "Why do I need to tell you, don't you think I'm a professional?" b. quality of reports varied between coordinators even with the help of the reporting format. c. lack of time for coordinators to collect data and adequately report it.

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GOAL 3 Implement an evaluation process for the project that will include the elements of planning documentation, interpretation and dissemination. The management goals for this component are: Based upon the need for project accountability and measured effectiveness, design an evaluation process that will include the elements of planning, documentation, interpretation, and dissemination and having these specific parameters:

Objective	Project Activity	Evaluation Questions	Summary of Results
			a.2.1.1 (cont.) Funding timelines were indefinite, especially toward beginning funding. As it turned out, there was overlap funding between termination of project PCE/7-10 and start-up of PCE/K-10. This brought on a need for compressing the planned project activity timeline with a resulting completion of quite a portion of planned activities before the evaluator could be contracted and put to work. The selected evaluator proposed to focus the evaluation on the processes of the project management and staff to bring about an action on the part of the learner that will result in change. The evaluator described the change as the ultimate product. Examining the report submitted by the evaluator shows that the majority of the reported measurements were of learner performance where the project proposed to develop a process that would cause staff to alter instructional content and methods to include a career emphasis that over an extended period of time would deliver learner performance as specified in the Area II Program Goal for Career Education. Goals to be measured were identified to be measured but in the final analysis, the goals measured were not the stated project goals as listed by the proposal but were a curious mix as a result of outside demands, project staff being diverted from their original stand, teacher's desires to see precise measurement of learner outcomes, and an unfortunate timeline for evaluation.

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GOAL 3 Implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination. The management goals for this component are: Based upon the need for project accountability and measured effectiveness, design and evaluation process that will include the elements of planning, documentation, interpretation, and dissemination and having these specific parameters:

Objective	Project Activity	Evaluation Questions	Summary of Results
	b.3 The selected evaluator will provide the project with evaluation instruments to collect data on selected goals.	b.3.1 Did the selected evaluator provide acceptable evaluation instruments to collect data? According to timeline? With adequate staff training?	b.3.1.1 The selected evaluator did develop and provide evaluation instruments to collect data on the goals to be measured. The instruments were presented on a short timeline and with little staff training. The project coordinator had to continually remind the evaluator of timelines and needs for having the evaluation instruments in the hands of the teachers. It is believed that the shift in evaluation from project goals as stated in the proposal to an attempt to measure learner outcomes contributed greatly to the difficulty of developing measurable outcomes and evalution instruments, meeting timelines, and providing staff development. (Refer to Goal 3, Project Activity a.2)
	b.4 The Project will provide 3 quarterly and 1 final report during the time period covered by this funding.	b.4.1 Did the project provide 3 quarterly reports and 1 final report as specified?	b.4.1.1 Three quarterly reports and one final report were provided as specified in the proposal.
c. Interpretation element, including: 1. Interpret, based upon project goals, all documented activities of the Project and rate the degree to which the activities meet the stated goal, related to the cost/transportability criteria. 2. Third party evaluation to interpret the total project in terms of stated goals and their findings are to be presented to the Project, Portland Public Schools and the Oregon Board of Education. Degree of Completion: 85%	c.1 The final report will contain an analysis of project activities in relation to project goals and a rating of completion of each Project goal.	c.1.1 Was each stated project goal analyzed and activities identified?	c.1.1.1 This final report is organized around the project goals as stated in the proposal, activities were identified and results reported and discussed as needed.
		c.1.2 Was degree of completion of each project goal rated by the Project?	c.1.2.1 The degree of completion of each project activity is noted in the Objective column on the preceding pages. Using these reported completion figures and averaging them together, the degree of completion of each goal is as follows: Goal 1: 92.5% completed Goal 2: 91.25% completed Goal 3: 78.75% completed

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GOAL 3 Implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination. The management goals for this component are: Based upon the need for project accountability and measured effectiveness, design and evaluation process that will include the elements of planning, documentation, interpretation, and dissemination and having these specific parameters:

Objective	Project Activity	Evaluation Questions	Summary of Results
			(c.1.2. cont.) The project feels good about our record except in evaluation. Here the project feels that problems in funding timelines; pressures from outside the project to shift measurement toward learner outcomes while the project was still concentrating on curriculum and staff development; the demand for bidding the evaluation process which shortened the effective time for evaluation by 33%; an evaluator admittedly unfamiliar with career education and having a personal criticism of the funding agent as admitted on page 2 of the final evaluation item 1 and 3; and a continuing, almost personal, conflict between coordinators on the evaluation process; all contributed to the project not being satisfied with the evaluation results, both in-house and third party. One point needs to be made about the results reported in the final report of the selected evaluator. When reviewing expected student outcomes, although the expected level of 80%, or whatever, was not met, the measured performance on many activities measured was over 30%. The Project believes that the teachers who set goals were overly optimistic about what they would be able to accomplish in a given period of time. One other observation is that in no case was there a special class established called "career education" that concentrated on these listed outcomes - whatever results were achieved was done on an interdisciplinary mode within the existing curriculum.

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GOAL 3 Implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination. The management goal for this component are: Based upon the need for project accountability and measured effectiveness, design and evaluation process that will include the elements of planning, documentation, interpretation, and dissemination and having these specific parameters:

Objective	Project Activity	Evaluation Questions	Summary of Results
	c.2 The project will relate activities to a cost/transportability criteria.	c.2.1 Was each project activity related to a cost/transportability criteria?	c.2.1.1 This project did not adequately document the cost/transportability factor as called for by the project proposal.
			c.2.1.2 Area II Career Education Specialist coordinated utilization of project,developed materials and processes to other schools in Area II. All project developed materials/processes were able to be utilized within existing budget resources.
	c.3 The third party evaluator will provide a final report on the project in respect to those program and project goals identified by the steering committee and the evaluator as those they claim to measure.	c.3.1 Did the selected evaluator provide a final report on the Project on those program and project goals identified as the evaluator's responsibility?	c.3.1.1 The selected evaluator did provide a final report on the project as specified. (Appendix H). Please note in the introduction to this report that in the evaluator's judgment there was an error made in the evaluation effort. This concurs with the Project position described previously.
		c.3.2 Did the selected evaluator interpret the findings and provide recommendations?	c.3.2.1 The selected evaluator did interpret the findings and provide recommendations. Interpretation will be found on pages 7-10 and page 35, and Recommendations are listed on page 5 of the final report. (Appendix H).
d. Dissemination element, including: 1. Provide 150 copies of the project to be distributed as follows: 50 copies to the Oregon Board of Education; 50 copies to Portland Public Schools (including the Project); and 50 copies for general distribution on request.	d.1 The Project will print and distribute 150 copies of the final report as specified in the proposal unless modified by the State Department of Education.	d.1.1 Did the Project print and distribute 150 copies of the final report as specified?	d.1.1.1 The project did print and disseminate 150 copies of the final report as specified.

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GOAL 3 Implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination. The management goals for this component are: Based upon the need for project accountability and measured effectiveness, design and evaluation process that will include the elements of planning, documentation, interpretation, and dissemination and having these specific parameters:

Objective	Project Activity	Evaluation Questions	Summary of Results
d. Dissemination element, including: (cont.) 2. Provide 150 copies of progress reports with the same distribution as (1) at the following approximate dates: November 1973 and February 1974. Degree of Completion: 100%	d.2 The Project will print and distribute 150 copies of at least two progress reports as specified in the proposal unless modified by the State Department of Education.	d.2.1 Did the Project print and distribute 150 copies of at least two progress reports as specified in the proposal unless modified by the State Department of Education.	d.2.1.1 The Project did print and distribute copies of three quarterly reports. d.2.1.2 The Project did provide a dissemination meeting for representatives of Region X. See Appendix for list of invited participants.

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F. Summary of results, accomplishments with conclusions and recommendations:

I. Summary of results and accomplishments.

A. The change in attitude of the teaching staff was not measured directly but was definitely observable to be positive. A dedication to change a college oriented curriculum to one that included individualization with a career emphasis to answer the student's questions about relevancy was apparent throughout the project schools. This has to come about through intense effort of the professional staff to better understand the career education concepts and to employ them in innovative ways toward the theme of "Not teaching different things--merely teaching things differently".

B. Change in learner outcomes can be documented over several years and the evaluation effort of the third party evaluator of this project really sets baseline data against which to measure future change. It was recognized by the project that learner change will be a long term effect and should be reviewed periodically to check on direction and effectiveness. The project recognized that the process utilized was one of "catch-up" for 9th and 10th graders; was one of beginning to implement

an exploration concept and at the same time was "catch-up" for awareness for the 7th and 8th graders. It will only be after a period of at least five years that incoming 7th graders will have the benefit of a complete awareness program to facilitate the full potential of the developed PCE project materials and processes.

C. A significant amount of materials were developed by the project and included:

1. Career Education File Folder Insert. A four page folder where students can record a variety of their developmental career education experiences including: field trip and speaker experiences, testing information, and educational plans. (Appendix A)
2. Career Education Elements, Concepts, Goals and Achievement Indicators. Based upon the National Model developed in Ohio, these goals and achievement indicators are guided to desirable student performance at each grade level in self awareness, educational awareness, career awareness, economic awareness, decision making, beginning competencies employment skills, attitude and appreciation. (Approximately 10 pages per unit) (Appendix B)

3. Activities for Career Education, K-6.
   Two volumes of 36 career awareness activities per grade level based upon four life roles and curriculum areas. (Approximately 400 pages per volume) (Appendix C)
4. Activities for Career Education, 7-8.
   Two volumes of approximately 400 pages each of career exploration activities based upon life roles, national model career elements and curriculum areas. Approximately 30 activities in each of the following areas: Art, Health, Home Economics, Industrial Education, Language Arts, Mathematics, Music, Physical Education, Science, Social Studies, and Special Achievement. (Appendix D)
5. Activities for Career Education, 9-10. This book is a guide showing departmental commitments, time lines and activities of a high school. (1 volume of approximately 300 pages) (Appendix E)
6. Activities for Career Education, K-10.
   Additional grade level career awareness based upon life roles and curriculum areas. (3 hole punched, unbound--approximately 50 pages) (Appendix F)

7. PCE K-10 Career Education Resource Supplement Grades K-6. This guide is localized to Portland Public Schools for field trip sites, contact persons, etc. The remainder of the guide is useful in locating audio visuals, free materials, children books, and teacher reference materials. (Approximately 250 pages) (Appendix G)

D. Each student in grades 7 through 10 has a career exploration file folder established in which to organize their program on an individual basis around the content of the file folder insert.

E. Over 1,400 students have gone on small group (10 or less) field trips to view and interact with adults in occupations of interest to them.

F. Each school had from 20 to 150+ speakers in from the community during the year to discuss their occupations.

G. Each 7th and 8th and 9th grade student has utilized various interest inventories and computerized information available to them. At the 10th grade level each student was administered the General Aptitude Test Battery and the U.S. Interest Check-List followed by counseling and interpretation so they could better understand themselves and make tentative career decisions.

H. A great many resources such as the Dictionary of Occupational Titles, Occupational Outlook Handbook Kits, professional magazines, pamphlets, visuals, tapes etc., were utilized throughout the schools.

I. A system of communication, responsibility and local leadership has been established through the implementation of building level career education coordinators.

J. Transportability to other attendance areas within the school system is in progress, with the establishment of attendance area and building level career education coordinators. This, plus the PCE K-10 model components and concepts, are written into each attendance area's long-range plan.

K. Many other schools and school districts in Oregon are using the materials and procedure developed in this PCE K-10 and PCE 7-10.

L. A close communication and supportive service has been established with the Institute for Public Affairs Research (IPAR), a community sponsored organization, that provides speakers, community resources and community site experience to schools and students. (Appendix K)

M. Evaluation was a major weakness in this project. Please refer to Section E of this report, Goal 3, project activities a.2 and c.1 for discussions about this weakness and to Section F, Part II for project recommendations about future evaluation efforts.

II. Conclusions and recommendations

A. Staff Involvement: It is imperative that the administration of each school along with identified leaders from the instructional staff become deeply involved in the planning and implementation decisions for any program. Without commitment at this level, no implementation from outside the building can be effective or long term. It is necessary to provide both a title and budget support to a program leader, in this case the building level career education coordinator, to facilitate program implementation. Local building staff involvement is also necessary to establish "ownership" of the project and thereby increase chances for implementation.

B. Staff Development: Staff development takes on a variety of forms. Formal course work is only one facet as the leadership development through task forces, and summer curriculum development workshops definitely support staff development. A critical basic need for all staff is the minimal contact with career education concepts that may be best provided through short, formalized, inservice workshops as suggested by the courses available during this project.

C. Community Resources: Schools have traditionally utilized the community in instruction, however, the much deeper involvement suggested by this project results in a need

for both resource identification and scheduling by some agency such as IPAR. This has proved to be an effective link to the community with potential for much greater involvement in the future. It is transportable and worthy of review.

D. Attendance Area Model: The model utilized by PCE/K-10 that concentrates all developmental work on an attendance area characterized by a high school and its feeder schools has proved to be effective. It is easy for other school districts to say "we can't use what was developed in a project because ' our kids are different','our system is much smaller','our system is much bigger', 'we have a different administrative system', and so on". Every interlocking education system has a high school and a set of feeder schools that can and should work together toward the common goal of providing an education for children living in their boundaries. The attendance area planning model has brought about communication and cooperation that was unheard of in the recent past. This is a viable model that can be transported with little or no cost except time.

E. Project Administrators: It is recommended that project administrators of this type of project be titled "Project Coordinator" rather than "Project Director" and that the function reflect the title. Coordinator implies "facilitator" rather than "one who lays it on" and this should increase the chances of local building level participation in the project.

F. Funding Timelines: Timelines for submitting proposals, and for granting of funds need to be revised to insure that the maximum benefits of the grant may be realized by the project and by the funding agency. Late funding and changing guidelines play havoc with an orderly implementation of a project and maximum utilization and effectiveness of the funds.

G. Evaluation: Evaluation guidelines must be kept consistent during the life of a project, from the time of submitting the proposal to the termination of the funding. Changes in emphasis and/or evaluation procedures that are applied to a project will skew project results and probably result in apparent poor performance of the project when in reality, the original premises of the project are carried out very well.

H. Transportability: Although this project did not provide adequate direct measure of transportability, observable results of direct movement of the project concepts, processes and materials to other schools in Area II, and other districts in and out of Oregon suggest that transportability is feasible, within the budget capability of an existing program and achievable with existing staff. Evidence of the impact of the

model established by this project and its transportability include:

1. Each of the three Areas of Portland now have an established career education network of building level and Attendance Area career education coordinators.
2. Curriculum materials developed within the project are available to and being used throughout the district and state. (Many requests from out of State have also been filled.)
3. The project director has been retained for the 1974-75 school year to act as a consultant for the dissemination of materials and processes developed in the project.
4. The Institute for Public Affairs Research (IPAR) originally located and services developed by the PCE/7-10 project is now widely recognized, supported and being used more effectively by schools throughout the metropolitan area.

I. <u>Acknowledgements</u>: Finally it would be unfair not to recognize the importance of support given by the State Department of Education, Local Administration, and the Community as the necessary vehicle through which the project was able to achieve its successes.